

Equality Impact Assessment (EIA) Report Form

Where do you work?	
Service Area:	Strategic School Improvement Programme
Directorate:	ELLL

(a) This EIA is being completed for a...

Service/ Function <input type="checkbox"/>	Policy/ Procedure <input type="checkbox"/>	Project <input type="checkbox"/>	Strategy <input type="checkbox"/>	Plan <input type="checkbox"/>	Proposal X
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(b) Please name and describe below...

Proposal to
Close Dyffryn School and Groes Primary School and make provision for the pupils to attend a newly created 'all-through' (3-16) school on the site of Dyffryn (upper) School/Groes Primary school

(c) It was initially screened for relevance to Equality and Diversity on ...

20.06.2016

(d) It was found to be relevant to...

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	<input type="checkbox"/>	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	<input type="checkbox"/>	Welsh language.....	x

(e) Lead Officer

Name: Debora Holder-Phillips

Job title: Programme Officer

Date: 26.10.2016

(f) Approved by Head of Service

Name: Andrew Thomas

Date: 26.10.2016

Section 1 – Aims:

Briefly describe the aims of the function, service, policy, procedure, strategy, plan, proposal or project:

What are the aims?

To bring about change under the NPTCBC Strategic School Improvement Programme which affects the number of pupils and age range of pupils who may attend Dyffryn School and the closure of Groes Primary School.

At this stage the change is only a proposal and has not been consulted on. The process for change set out under the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2013 requires a full statutory consultation programme to receive comments on the proposal followed by a statutory notice period for receiving objections on the proposal.

Who has responsibility?

Director of Education Leisure and Lifelong Learning, Head of Transformation and Strategic School Improvement Programme (SSIP)

Who are the stakeholders?

The main stakeholders are the school staff/ parents (carers and guardians)/ pupils/ governors and the wider school community of the schools affected by the proposal (there are also other key stakeholders listed under The Welsh Government School Organisation Statutory Code document no 006/2013 that must be consulted as part of the process for school closure).

Section 2 - Information about Service Users:

Please tick what information you know about your service users and provide details / evidence of how this information is collected.

Age	x	Race	x
Disability	x	Religion or belief.....	x
Gender reassignment	<input type="checkbox"/>	Sex	x
Marriage & civil partnership	x	Sexual orientation.....	<input type="checkbox"/>
Pregnancy and maternity	x	Welsh language.....	x

What information do you know about your service users and how is this information collected?

Age

Pupils -The proposal relates to an English-medium secondary school and an English-medium primary school. Only those aged 3-11 years may access primary phase education and those aged 11-16 years may access secondary phase education.

The secondary school the subject of this equality impact assessment does not currently offer post 16 education and the proposal being considered does not intend to change this arrangement.

The primary school the subject of this equality impact assessment currently offers nursery provision and the proposal being considered intends to retain the offer of nursery provision but within an 'all-through' (3-16) arrangement.

There are recorded at the time of this assessment 790 pupils on roll at Dyffryn

Comprehensive School and 167 pupils on roll at Groes Primary School.

Dyffryn (upper) School and Groes Primary School share the same site and therefore if the proposal were to go ahead the distance and travel time for pupil journey to and from school would remain unchanged as the proposal is to build a new school on the same site to accommodate both Dyffryn (upper) School and Groes Primary School pupils. This also applies to pupils attending Dyffryn (lower) School some 1.9 miles away as they too transfer to the upper school site at Y9.

As is the position currently, if a child lives outside of the recommended travel distance for either primary phase or secondary phase then that pupil will be entitled to make an application for assistance with home to school travel under the NPTCBC Home to School Travel Policy.

Staff – There are recorded at the time of this assessment 108 members of school staff at Dyffryn School and their age ranges from 22 to 68. There are 24 members of school staff at Groes Primary School and their age ranges from 20 to 61.

Governors – There are recorded at the time of this assessment 20 governors on the Dyffryn School Governing Body and 12 governors on the Groes Primary School Governing body. The Council does not hold details of the age of each governor but there is a minimum age of 18 years.

Disability

The proposal is for a new build 21st Century school which would be fully compliant with all relevant equalities legislation, including disability.

Pupils - Any pupil with a disability is assessed on an individual basis and relevant modifications, adaptation or reasonable adjustments are made where applicable, this is the case for all types of disabilities. Assessment on an individual basis includes application for home to school travel.

Dyffryn School has 182 of its pupils on the Special Educational Needs Register, 11 of these pupils have a statement of educational needs.

Groes Primary School has 51 of its pupils on the Special Educational Needs Register, 3 of which have statements of special educational needs.

Any pupil with a disability is entitled to make an application for assistance with home to school transport under the NPTCBC Home to School Travel Policy.

Staff – The Council does not have a record of any staff member having a disability at either Dyffryn School or Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Race

Pupils – Both schools are inclusive for pupils of all ethnic groups and ethnicity is not a criterion under NPTCBC's Schools Admissions Policy.

PLASC data for 2016 shows that BME pupils at Dyffryn School represent 8% of the pupil cohort. This is above the Neath Port Talbot average for secondary schools which for 2016 is 6%. At Groes Primary School the BME pupils represent 5% of the total number of pupils at the school. This is slightly below the Neath Port Talbot average for primary school which for 2016 is 6%

Dyffryn School has five partner primary schools, one of which is Groes Primary. As a total across the other four partner schools BME pupils have 37% BME pupils. The school with the greatest number of BME pupils is Central Primary School which has 17% BME pupils. The school has a large Bangladeshi school community and these pupils represent 52% of the BME pupils in the school.

This Bangladeshi school community is also replicated in Dyffryn School whose Bangladeshi pupils represent 29% of the BME pupils in the school. Bangladeshi pupils are the largest BME group of pupils at Dyffryn School. The next largest groups are the Gypsy/Traveller pupils and the White/Black Caribbean pupils, both these groups represent 12% of the BME pupils in the school.

Staff – HR records show that the majority of staff at Dyffryn School have declared themselves as British or Welsh, There is one member of staff who has declared ‘European’ and one who has declared ‘other’. The Council is not aware of any BME staff members at Groes Primary School although 3 members of staff have elected to choose the option of ‘prefer not to say’.

Governors – Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Religion or belief

Pupils – Both schools are non-faith schools and admit pupils of all religions/beliefs who wish to attend. Religion or belief is not a criterion under the NPTCBC’s Admissions Policy which is applicable to both schools. Admission to the new school would be in line with this policy.

School records show that 22 pupils at Dyffryn School have reported their religion/belief. Out of these, 7 pupils have stipulated their religion/belief as Christian, 12 pupils have stipulated Church in Wales and 3 pupils have stipulated Roman Catholic.

School records show that at Groes Primary School 14 pupils have reported their religion/belief. Out of these, 10 pupils have confirmed their religion/belief as Christian, 1 as Church in Wales and 3 Buddhists.

Staff – Data held is according to what individuals have chosen to disclose. The Council does not hold this data for the staff of Dyffryn School or Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Sex

Pupils – Both schools admit both boys and girls and the new school will be a mixed sex school. At the time of this assessment Dyffryn School has 53% male pupils and 47% female pupils. Groes Primary School has 49% male pupils and 51% female pupils.

Staff – Both schools employ both male and female staff. Dyffryn School has 17 male members of staff and 91 female members of staff. Groes Primary School has 2 male members of staff and 22 female members of staff.

Governors – Both schools have male and female governors. Dyffryn School has 9 male and 11 female governors. Groes Primary School has 5 male and 7 female governors.

Pregnancy and maternity

Pupils – Dyffryn School has had 1 pupil who has been pregnant during the 2016/2017 academic year. This characteristic should not be applicable due to the age of the pupils at Groes Primary School and no pupils are recorded as being pregnant or having had a baby within this academic year.

Staff – Dyffryn School has had 3 members of staff who have been pregnant during the 2016/2017 academic year. The Council is not aware of any staff member being pregnant and none are on maternity/paternity leave at Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Gender reassignment

Pupils – Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Staff – Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Marriage and civil partnership

Pupils – this characteristic is not applicable due to the age of the pupils.

Staff – HR records show that Dyffryn School has 58 married/ 5 divorced/ 2 partnered and 43 single members of staff. Groes Primary School has 17 married/ 1 divorced/ 1 partnered and 5 single members of staff.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Sexual Orientation

Pupils –Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Staff –Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Governors - Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Welsh language

Pupils – Both schools are English-medium schools therefore pupils will be taught through the medium of English although Welsh is taught as a second language in line with the National Curriculum. NPTCBC has developed a Welsh in Education Strategic Plan for the period 2014 to 2017. Action plans produced as part of this strategy will be applied to Welsh-medium education and Welsh as a second language.

Staff – HR records show that Dyffryn School staff have classified their Welsh Language ability as 103 x Little or no knowledge/ 3 x Welsh Learner/ 2 x Fairly Fluent. Groes Primary School staff have classified their Welsh Language ability as 14 x Little or no knowledge/ 4 x Welsh Learner/ 1 x Fairly Fluent and 5 x Prefer not to say.

Governors – Data held is according to what individuals have chosen to disclose. No data is held for either Dyffryn School or Groes Primary School.

Information is collected by NPTCBC in respect of pupil and school data through various means such as Data Unit, School Admissions, School and Family Support, Additional Learning Needs Support Team, Strategic School Improvement Programme etc. Information is also gathered from Estyn Inspection reports.

Data used for completing Section 2 includes:

- PLASC data as at January 2016
- NPTCBC HR records
- NPTCBC Governor records
- School records for pupils and staff HR records

Any Actions Required?

Continue to check and monitor data held against the protected characteristics for any impact the proposal may have on any of these groups.

Section 3 - Impact on Protected Characteristics:

Please consider the possible impact on the different protected characteristics. This could be based on service user information, data, consultation and research or professional experience.

	Positive	Negative	Neutral	Needs further investigation
Age	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Disability	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Gender reassignment	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Marriage & civil partnership	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Pregnancy and maternity	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Race	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Religion or belief	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sex	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Sexual orientation	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
Welsh language	➔ <input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>

Thinking about your answers above, please explain in detail why this is the case? including details of any consultation (and/or other information), which has been undertaken to support your view?

The proposal intends to create an 'all-through' (3-16) school. Close Dyffryn School and Groes Primary School and make provision for the pupils to attend a newly created 'all-through' (3-16) school on the site of Dyffryn (upper) School/Groes Primary school.

The pupils who are currently on roll at both Dyffryn School and Groes Primary School will automatically transfer to the proposed new school (unless this is not the wish of their parent/carer/guardian).

Ethnicity is not a criterion under NPTCBC's Schools Admissions Policy. Both schools which are the subject of this proposal are inclusive for pupils and staff of all ethnic groups. If the proposal goes ahead the new school will welcome all existing pupils from Dyffryn School and Groes Primary school and retain the arrangements with the existing other four partner primary schools.

The proposal does not intend to make any changes to Council policies currently applicable to the pupils, staff and governors of Dyffryn School and Groes Primary School. Although it is recognised that if the proposal goes ahead it will have a negative impact on the staff and governors of Dyffryn School and Groes Primary School as the school would close, staff would no longer be employed by the school and the governing body would cease to exist. If Dyffryn School and Groes Primary School close the proposal is for a new 'all-through' (3-16) school which would require school staff for the primary phase element of the new school. In any event the Council has an excellent reputation in terms of staff redeployment and governors would have the opportunity to apply for positions on other governing bodies at schools located nearby.

The Council has secured an 'employer's pledge' with schools whereby school governing bodies have agreed to give prior consideration to staff facing redundancy at any Neath Port Talbot County Borough Council school. In this context, the Council will be working hard to secure the employment of staff from Groes Primary School where job opportunities may exist. For those staff members who are employees of centrally delivered catering and cleaning services due to the flexibility of this service there may be opportunities within the service area for staff to transfer to other schools or venues. Other school support staff will be supported by the relevant school policies and procedures which will include full consultation. Employees identified at risk of redundancy will be given access to the Council's prior consideration register. Previous experience has shown that some staff wish to secure employment in an alternative school but others take the opportunity to take on new challenges elsewhere. The Council is proud of its track record for supporting staff in such situations.

The new build school will be a state of the art 21st Century school and therefore will be fully compliant in terms of the requirements for disabled pupils.

Both Dyffryn School and Groes Primary School have BME pupils, the largest ethnic group being pupils of Bangladeshi origin under the Welsh Government options for ethnic background. The proposal does not affect the Council's Schools Admission Policy and admissions to the new school will be in line with this policy. Ethnicity is not a criterion under this policy.

The new primary school will continue to teach Welsh as per the requirements of the National Curriculum.

<p>What consultation and engagement has been undertaken (e.g. with the public and/or members of protected groups) to support your view?</p> <p>The proposal is in its formative stage therefore it will be subject to full consultation with stakeholders.</p>
<p>Any actions required (to mitigate adverse impact or to address identified gaps in knowledge)</p> <p>The consultation process will identify if any actions are necessary.</p>

Section 4 - Other Impacts:

Please consider how the initiative might address the following issues.

You could base this on service user information, data, consultation and research or professional experience (e.g. comments and complaints).

Foster good relations between different groups	Advance equality of opportunity between different groups
Elimination of discrimination, harassment and victimisation	Reduction of social exclusion and poverty
<p>Please explain any possible impact on each of the above.</p> <p>NPTCBC aspires to deliver an inclusive education service. All schools have policies in place to prevent discrimination, harassment and victimisation both for the benefit of pupils and school staff. The policies are overseen by the governing body and the Council.</p> <p>NPTCBC tackles poverty and social exclusion through various initiatives including breakfast clubs, free school meals, nurture groups, family learning, Flying Start, Communities First Projects, Catch-up (funded through Pupil Deprivation Grant).</p> <p>What work have you already done to improve any of the above?</p> <p>NPTCBC undertook an Educational Inclusion Review in 2014; recommendations and actions continue to be implemented.</p> <p>Is the initiative likely to impact on Community Cohesion?</p> <p>NPTCBC aspires to deliver an inclusive education service that amongst other things 'celebrates diversity'. The proposal will seek to improve educational standards and pupil well-being through a new build 21st Century primary school; raising pupils' levels of awareness of self and others which, in turn, will help support and encourage children and young people to become good citizens and role models within their community. The ethos of respect will be promoted by the staff and governors at the school.</p> <p>How will the initiative treat the Welsh language in the same way as the English language?</p> <p>The proposal relates to two English-medium schools which teach Welsh as a second language. The proposed new school would continue to teach Welsh-medium in line with the national curriculum. The Council also provides Welsh-medium schools if a parent elects to have their child educated through the medium of Welsh.</p>	

Actions (to mitigate adverse impact or to address identified gaps in knowledge).

Section 5 - Monitoring arrangements:

Please explain the arrangements in place (or those which will be put in place) to monitor this function, service, policy, procedure, strategy, plan or project:

Monitoring arrangements:

By the Council via data received from each school together with reports from School Improvement Officer Core Visits and Estyn Inspection reports. Monitoring will be undertaken by the Headteacher and Governing Body.

Monitoring will also take place via the formal consultation process to be conducted.

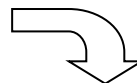
Actions:

Section 6 – Outcomes:

Having completed sections 1-5, please indicate which of the outcomes listed below applies to your initiative (refer to guidance for further information on this section).

- Outcome 1: Continue the initiative...
- Outcome 2: Adjust the initiative...
- Outcome 3: Justify the initiative...
- Outcome 4: Stop and remove the initiative...

x



For outcome 3, detail the justification for proceeding here

Section 7 - Publication arrangements:

On completion, please contact the Corporate Strategy Team for advice on the legal requirement to publish the findings of EIAs.

Any proposal relating to school organisation requires an Equality Impact Assessment, the findings will be used to inform and shape the formal consultation process. Findings will be published as part of the consultation document and where necessary in other documents required under the school organisation processes.

Action Plan:

Objective - What are we going to do and why?	Who will be responsible for seeing it is done?	When will it be done by?	Outcome - How will we know we have achieved our objective?	Progress
Consult on the proposal to hear the views of key stakeholders	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Decision to implement the proposal at the conclusion of the legislation process	On-going until implementation or abandonment of the proposal
Monitor additional data to check for any impact on the protected characteristics	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Actions to mitigate any adverse effect	On-going until implementation or abandonment of the proposal
Monitor findings from the consultation process	Director of ELLL, Head of Transformation and SSIP	2016/17 academic year	Actions to mitigate any adverse effect	On-going until implementation or abandonment of the proposal